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ABSTRACT

The Rural Junior College Development Consortium was formed, with the assistance of Title III, to help the six participating rural junior colleges improve the delivery of educational services to low-income students and the rural community. The six institutions are Cullman College, Northeast Alabama State Junior College, Snead State Junior College, and Southern Union State Junior College in Alabama and Wood Junior College in Mississippi. Efforts have been made to improve institutional research, programs for low-income and marginally prepared students, community services, and occupational programs. Monthly consortium meetings have been held on a variety of topics. Campus visits and tours have been conducted, and faculty and administrators have been exchanged for meetings and workshops. Several interinstitutional projects have been or are being conducted. Descriptions are provided of achievements resulting from the cooperative arrangement in each of the participating institutions. Appended is a Consortium resolution to the effect that Alabama teachers should be allowed to take freshman and sophomore courses for certification at any regionally accredited institution in the State rather than just in senior colleges and universities. (KM)

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RURAL JUNIOR COLLEGE DEVELOPMENT CONSORTIUM

A Cooperative Venture of Junior Colleges
in Alabama and Mississippi

PROGRESS REPORT/1970-1973

Cullman College
Cullman, Alabama

Northeast Alabama State Junior College
Rainsville, Alabama

Northwest Alabama State Junior College
Phil Campbell, Alabama

Snead State Junior College
Boaz, Alabama

Southern Union State Junior College
Wadley, Alabama

Wood Junior College
Mathiston, Mississippi

JC 730 236

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PREFACE

The improvement in delivery of educational services to low-income students and rural communities is the integrative theme of The Rural Junior College Development Consortium. Through Title III assistance since the Consortium's initiation, six rural junior colleges in Alabama and Mississippi have been able to target their efforts toward improving the areas of institutional research, programs for low income and marginally prepared students, community services, and occupational programs. The six developing institutions: Cullman College, Cullman, Alabama; Northeast Alabama State Junior College, Rainsville, Alabama; Northwest Alabama State Junior College, Phil Campbell, Alabama; Snead State Junior College, Boaz, Alabama; Southern Union State Junior College, Wadley, Alabama; and Wood Junior College, Mathiston, Mississippi, have been assisted by The University of Alabama and Auburn University. The developing institutions have common purposes and needs--each is located in a rural setting with a disproportionately high number of low-income students; each institution is committed to community development; each seeks to expand its curricula to serve a student body which is diverse in terms of aspirations and abilities.

The presidents of the six member institutions decided that a document setting forth some of the achievements and accomplishments which benefited each institution through the Consortium would serve as a collection of materials reflecting Title III influence. The University of Alabama was requested to assist in coordinating and printing this document. Divided into two main areas, this report reviews the cooperative arrangement and summarizes the impact of Title III monies on each campus.

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PART I

THE COOPERATIVE ARRANGEMENT: AN OVERVIEW

Monthly Consortium Meetings

The Rural Junior College Development Consortium has provided enriching and rewarding experiences for six rural Junior Colleges. The Consortium has met monthly, involving the administrators and/or faculty members of the six rural junior colleges and representatives from The University of Alabama and Auburn University, the assisting institutions.

The theme of each succeeding consortium meeting is set monthly and the proposed consultants or lecturers are invited.

Some of the themes for the consortium meetings have been:

Research into Community Needs

Articulation Between the Junior Colleges and the Vocational and Technical Schools

Community Services

Manpower Development through MDTA

Veteran's Affairs

Career Education

The Priorities of Congress and USOE

Some of the consultants for the Consortium meetings have been:

Dr. Gerald Leischuck.....Director of Institutional Analysis, Auburn University

Dr. Ed Kurth.....Professor of Education, Specialist in Technical Education, Auburn University

Mr. Jack Anderson.....Coordinator for Industrial Development Training Programs for Alabama

Mr. Bill Matthews.....Area representatives from
Mr. Mike Easterwood Regional Council on Governments in Alabama

Dr. Max Raines.....Director of Kellog Program at Michigan State University

Col. Robert Springfield...Alabama Director of Title I Funds of the Higher Education Act

Dr. Lee Betts.....Associate Director of Veteran's Affairs-American Association of Junior and Community Colleges

Dr. Robert W. LeMay, Jr. .President, Holding Technical Institute, Arleight, North Carolina

Mr. Harry Rice.....Director of Research and Development Calhoun State Junior College

Campus Visits

The Consortium has provided opportunities for visits to various campuses for the sharing of experiences and for learning "first-hand" what other members are doing. Cullman College entertained the monthly meeting twice; Snead College

two times; but most of the meetings were held at central locations. One tour was made to Abraham Baldwin Agricultural College in Georgia. Emphasis at that meeting was given to expanding college offerings into the rural community to meet agricultural needs. Also, a study was made of agri-business as a potential for some of the rural colleges.

Wood Junior College toured several of the colleges in the Consortium by bus, so that members of their faculty could observe the Consortium activities on other campuses. Two of the junior colleges sent representatives to Michigan State University to participate in a community services workshop.

Exchanges Among Faculty and Administrators

In addition to exchange of information at monthly Consortium meetings, there have been significant cooperative exchanges on college campuses. Snead State Junior College invited the participation of all Consortium colleges in a one day workshop on Community Services. This workshop was directed by Dr. Max Raines from Michigan State University.

Representatives of Snead State Junior College and Northeast Alabama State Junior College spent a weekend on the campus of Michigan State University to participate in a community services conference, and reported to all the Consortium members at the succeeding meeting.

Dr. Robert W. LeMay, Jr., served as a consultant to Northwest Alabama State Junior College on Technical Education Programs. President James Glasgow brought Dr. LeMay to a Consortium meeting to share experiences with all the Consortium members.

Cullman College hosted a workshop for all the institutional research personnel in the Consortium. Dr. Gerald Leischuck, Auburn University, directed the one day activity.

The opportunity afforded through the Consortium for exchange of experiences and information has been very helpful to each of the six members of the Alabama Rural Junior College Consortium. Dean John Carmichael from the coordinating institution (Southern Union State Junior College, at Wadley, Alabama) and his President, Dr. Ray Jones, have done an extremely fine job in involving Consortium members in working on common problems and communicating possible solutions to them.

Common Projects

The members of the Consortium were instrumental in producing a bulletin to be distributed at the Southern Association of Junior Colleges meeting in New Orleans, Louisiana, December 10, 1972. The program not only carried the activities of the Rural Junior College Development Consortium, but also activities of all Alabama junior

colleges. A resolution (Appendix A) prepared by and acted upon by this Consortium purports to correct what the members consider an unjust discrimination against the junior colleges in Alabama.

Northeast Alabama State Junior College and Snead State Junior College have cooperated in exchange of personnel in academic areas, as well as in developing new programs in Community Services. Currently, the two institutions are working on a project to zone certain natural recreation and scenic properties against industrial encroachment and pollution. There are prospects for many cooperative projects for our junior colleges in the future.

PART II

THE COOPERATIVE ARRANGEMENT: INSTITUTIONAL ACHIEVEMENTS

Cullman College

Cullman College (formerly Sacred Heart College) identified in a self-study in 1966-68 three basic needs: faculty development, increased enrollment, and a broadened base of financial support. Simultaneously, administrators recognized in Title III of the Higher Education Act of 1965 a potential stimulus/support for institutional development at a crucial time in the college's history. Consequently, the college initiated a development plan through Title III designed ultimately to effect improvements in the crucial areas identified.

In 1967-68 three National Teaching Fellowships received through Title III permitted the college to initiate a faculty development plan which, by 1973, has helped to reduce its percentage of bachelors as the highest degree from 34% to 14%, and to raise its percentage of earned doctor's degrees from 0% to 14%. At present there are three instructors with the bachelor's degree, but they will soon have the master's. Further, among faculty with master's degrees, 46% now have studied at

least one year beyond the master's level, and two have master's degrees in two areas. At the same time, the college has maintained during these seven years a nearly 40% faculty retention level.

With the help of Title III and institutional funds, seven faculty members (30%) have been given leaves to study full time; seven others (30%) have participated in extended workshops in junior college teaching, sponsored by Auburn University and The University of Alabama. Of these fourteen, ten (71%) continue on the Cullman College faculty at the present. The impact made on the faculty by the advanced work of a significant percentage of its members is incalculable.

Through relationships created by its participation in Title III and in the Rural Junior College Development Consortium (RJCDC), Cullman College has been able, in seven years, to improve its faculty educational level very significantly. In addition, many of the ideas generated by its faculty and administrators for bringing the college into the mainstream of higher education in the South were stimulated by discussions and associations related to the RJCDC. Some concrete evidence of the college's meaningful participation in higher education is provided by the election of some of its administrators to posts in regional associations. The President, Sister Mary Lourdes Michel, is immediate past-President of the Southern Association of

Junior Colleges. The Academic Dean, Sister Eleanor Harrison, currently serves as Secretary-Treasurer of the Southern Regional Unit of the College and University Division of the National Catholic Education Association.

During 1969-73, the college invested $25,071 of Title III funds in learning resources, largely audio-visual, intended for individual use by students of varied educational and cultural experiences. Partly by this means and by the faculty development described above, the college prepared to accept students with poorer educational backgrounds than it had formerly admitted. It also made a strong effort to find financial aid funds to support students with low family incomes, of whom there are many in Cullman County.

Only since 1970 has Title III money been invested directly in admissions. In 1969, Fall enrollment dropped 20% and in 1970, another 8%. Following intensive recruitment in 1970, enrollment increased 42% in 1971 and then dropped 7% in 1972. Thus, in a period of drastically sagging enrollments in private colleges across the nation, Cullman has been able to increase slightly or at least to stabilize its enrollment.

Decreases have been experienced almost exclusively in resident (out of county) enrollment. The thrust of growth in the local area has been consistent and has gathered momentum. This growth is traceable, at least

partly, to the college's increased services in the local area, the impetus for which was accelerated through the college's participation in the RJCDC. Out of the Institutional Research Office developed through the Consortium and with the Auburn University's and The University of Alabama's advisement came validation of work by matriculated students of the last eleven years. Southern Union State Junior College's leadership in working with disadvantaged students and Snead State Junior College's activities in community services stimulated Cullman College to try to extend its services and facilities to a wider range of potential students in the community. During the current year, a coordinator of counseling services will direct expanded career and academic counseling designed to support the Indian, Black, and rural White population now attending the college in increasing numbers. Linkages for technical education were formed with the George C. Wallace State Technical School at Hanceville and with the Regional Technical Institute at the University of Alabama in Birmingham (for health careers). Student and faculty exchange relationships already existing between Cullman and St. Bernard Colleges were maintained and tentatively extended. All of these efforts have stimulated the steady rise in local enrollment.

However, increase in enrollment continues to be a major objective of the college's student services program.

Among RJCDC members, Cullman College's financial need is especially acute, since it is neither subsidized by state funds nor supported by Church funds. The college's Development Office was established in March of 1971, the year of the school's smallest enrollment in more than ten years. Giving (other than that by the sponsoring body, the Benedictine Sisters) increased that year by 141% (from $12,000 to $29,000). In 1972-73 (28 months after its initiation), the Development Office received gifts totaling more than $63,000 (excluding federal grants and the gift of the sponsoring body), an increase of 117% over the first year.

Through Title III support, the Development Officer, the President, and the Business Manager have all taken part in workshops and institutes especially concerned with the financial stability of private or independent colleges. Study of giving by various means and of procedures for soliciting and treating gifts has indeed been effective in the college's growth.

For some years Cullman College administrators have recognized the need for institutional research to generate data needed to support developments in the crucial areas of enrollment, financial support, and faculty development. Impetus finally to establish the Office came directly through Cullman's membership in the RJCDC, which, in 1970-71, indicated institutional research as one of the

major thrusts of its Title III program. Assisted by the Director of Institutional Research at Auburn University, Cullman College hosted a one-day workshop for Consortium Research Officers in the Spring of 1972.

In 1971, the Office made a major contribution to the institution by an exhaustive study of matriculated students of the past eleven years. Information generated in the study is supporting the recruitment program of the Admissions Office and the fund-raising efforts of the Development Office. In addition, the study is assisting faculty efforts to evaluate the educational program and to plan for the future. The most important finding revealed by the study was the students' unusually high, and statistically significant, degree of success on transfer to other colleges and universities, and the alumni's approval of the college's academic program.

The work of the Office of Institutional Research has further delineated areas for additional investigation and thus has pointed the way for Cullman's plans for future development.

Continued study and consultation, both through the RJCDC and other sources, has led to development of an hypothesis that new relationships between St. Bernard College and Cullman College should be explored. Much duplication of effort by the two schools has been revealed; the conviction suggests itself strongly that the community

of Cullman can be more effectively served by the two colleges if they coordinate their efforts even more closely than at present.

Consequently, and largely as a result of its highly beneficial membership in the RJCDC, Cullman College will now seek development in the direction indicated by its institutional research. It will coordinate a new consortium with St. Bernard College, the purposes for which will largely expand on the earlier consortium. It will involve itself in institutional research, coordination and development of faculty, expanded student and community services, and exploration of service possibilities for two independent church-related colleges in rural Appalachia.

Northeast Alabama State Junior College

During the last three years, Northeast Alabama State Junior College has been the lead institution in performing institutional research for The Rural Junior College Development Consortium. Facts and Figures, the College's institutional research publication, has recently been sent to all colleges that are members of the Consortium.

The following topics from the institutional research publication should be relevant to all members of the Consortium:

Data Showing Needs for Adult Education
Factors in Choosing College
Transportation Intent of Students
ACT Performance
Results of Otis Gamma Test
G.E.D. Student Performance
Factors Contributing to Withdrawal
Response on Eight-year Follow-up Study

Through Consortium endeavors and monies, Northeast Alabama State Junior College has been able to coordinate community efforts with various agencies. Northeast Alabama State Junior College has worked closely with the Top of Alabama Regional Council of Governments (TARCOG) in attempting to render more educational services to the community. Example: On page 9 of the institutional

research publication, the "mean educational achievement in years" is given for the counties in the College's service area. The average is 8.7 years spent in school. As a result of this need and subsequent knowledge, the College has recently become a G.E.D. Testing Center for the northeast Alabama area. Eighty-three individuals have taken the G.E.D. Test since May, 1973. Most of these persons have either entered the College or indicated they intend to this fall.

Institutional research indicated that Northeast Alabama State Junior College students and presumably students from the other Consortium member colleges choose a college of our type because of the following predominant factors: (1) Location, (2) Low cost, (3) High standards, (4) Special curriculum, (5) Information given by counselor and (6) Campus visit or tour.

Data reflects that 63% of Northeast Alabama State Junior College students expect to bring a car to campus. The College runs seven school buses and provides free state transportation by this method. Data thus reflects that our students are not taking full advantage of this free transportation service.

Data shows the average ACT composite score to be approximately 18.3 over the last three years.

Data indicates that 27% of our students are below average in the Otis Gamma Test.

Average grade point for G.E.D. students was found to be 2.18 on a 4.0 system.

Data indicates that Northeast Alabama State Junior College students withdraw from school for two main reasons: (1) Work responsibilities or (2) Illness.

Data in these pages indicate that Northeast Alabama State Junior College students do well academically after transfer, most have chosen an occupation and rate the college well.

Snead State Junior College served as the lead institution during the three years of this Consortium. During this time Snead College personnel, with the aid of Consortium funds, has traveled to Northeast Alabama State Junior College and trained a member of the staff to perform the duties of a Community Services Director. Example: This Fall Quarter, Northeast Alabama State Junior College, through Consortium efforts, shall be offering fourteen community service courses. Some examples are: Interior design, Real estate, Elements of Dental Assisting, and Certified Life Underwriters (CLU).

Northeast Alabama State Junior College personnel have traveled to Consortium member colleges for workshop or consultant advice for the institution of occupational programs. Northwest Alabama State Junior College, Snead State Junior College and Northeast Alabama State Junior College have worked together in trying to institute a

Nursing Program at Northeast Alabama State Junior College and Snead State Junior College. With knowledge and expertise gained through these Consortium efforts, Northeast Alabama State Junior College has been able to institute a nursing program jointly with a neighboring college. Consortium efforts have also been helpful in the establishment of a Law Enforcement Technology Program.

Through Consortium efforts, Northeast Alabama State Junior College has been able to provide Developmental English and Developmental Math courses for the marginally prepared student. These courses have been rather successful since the majority of these students feed into the regular academic courses as they develop in their knowledge of these subjects.

Through Consortium efforts the College has been able to hire a psychometrist for student testing and counseling services. This staff member is also responsible for conducting the G.E.D. Testing services which the College now offers. As previously stated, the establishment of Northeast Alabama State Junior College as a G.E.D. Testing Center has provided an access of college attendance for eighty-three students since May, 1973.

Northwest Alabama State Junior College

The development of junior colleges and trade schools in Alabama have been different from many states. The trade schools began operating 10 or 15 years before the junior colleges were established. When the junior college system was established, it was separate from the system of trade schools. As a result, there are no comprehensive junior colleges in this area.

With each system developing separately, many needs in the more highly technical areas were not met by either the trade schools or the junior college. Those technical programs requiring higher mathematics, physics, other sciences, and English are programs that could not be offered in the trade schools (later named technical institutes). The junior college was, however, offering the sciences, the math, the English and other general education courses that would be needed in the more highly technical areas. Since this was true, the administration of Northwest Alabama State Junior College approached two local trade schools which were within a thirty mile radius to find if they would be willing to enter into a cooperative degree program arrangement, with the trade schools or technical institutes offering the technical training, and the junior college offering the academic courses that would complement the technical training.

After the president of Northwest Alabama State Junior College contacted the directors of both trade schools and received a good response, a meeting was set up on the campus of Northwest Alabama State Junior College for the director and his assistant from each trade school with the president and dean of Northwest Alabama State Junior College. At this meeting an agreement was reached to explore this idea further in an effort to make a decision as to what programs and curriculum materials could be developed in a cooperative arrangement.

The academic dean at Northwest Alabama State Junior College was given the responsibility to work with the assistant director of each of the trade schools in bringing about the involvement of faculties on all three campuses to exchange ideas as to how to make these programs work and develop for the benefit of the students. Consultants were called in and many meetings were held in the development of these programs. The expenses for consultants and the meetings were paid by Title III funds. As a result of these meetings, the trade or technical schools agreed to offer the technical training, and Northwest Alabama State Junior College would offer the academic or general education components of the program that would complement the technical part of the program.

The two programs which were developed in the beginning are Aviation Maintenance Technology and Drafting

Technology. Students have graduated from these programs receiving an Associate in Applied Science Degree from Northwest Alabama State Junior College. Plans have been made for a series of other occupational programs to be offered in cooperation with the technical institute at Hamilton. The next two programs planned for this series will be the Associate in Applied Science Degree programs in electronics and computer science.

It is our belief that, with the continued cooperation of Northwest Alabama State Junior College; the Northwest Alabama State Technical Institute at Hamilton; and the Muscle Shoals Technical Institute in Muscle Shoals, Alabama, truly comprehensive technical programs can be offered in this area. These will be equal in quality to any comprehensive junior college program in the nation, provided sufficient funding is made available for the development of these programs as needed by the area served.

This approach will prevent the necessity for the taxpayer to spend large amounts of money to duplicate the shops and the equipment of the technical institute as well as the library and academic programs of the junior colleges.

Instead of competing and duplicating programs, we will be cooperating and using the best from each institution.

One example of how Title III funds have been used is that we had the president of Holding Technical Institute of Raleigh, North Carolina come in as a consultant. He came first to Northwest Alabama State Junior College, the college with primary responsibility for occupational programs in the Consortium, and then as consultant to the whole Consortium in a general meeting in the Spring of 1973.

The major emphasis of the consulting was to point out what was involved in technical programs and the direction we should take in implementing our occupational programs.

The Consortium does need Title III funds for more "released time" by the Consortium staff members and consultant help to provide the kind of technical advice, consortium effort, and coordination necessary to continue a worthwhile beginning made in the Aviation Maintenance Technology and Drafting Technology Programs.

The development of the Associate Degree of Nursing Program took place as Northwest Alabama State Junior College made application for Title III funds in a bilateral arrangement with the University of Alabama in Tuscaloosa. The major thrust of the Title III proposal for nursing had to do with taking Licensed Practical Nurses, who were in abundant supply in the area served by the college, and training them to become Registered Nurses. Registered

Nurses were in short supply in the area served by the college and well below state and national averages in the ratio of nurses to the population served. This Title III proposal did not receive funding and as a result the institution turned to other federal agencies for funding.

The Alabama Regional Medical Program, the Alabama Manpower Development Office, and the North Alabama Hospital Council gave us assistance. An advisory board was appointed from the area served by the college, and a director of nursing was employed. After many months of study and searching for funds, an announcement was made that the program would start in the fall of 1971. Applications were made and various approvals received from the Alabama State Board of Nursing, Alabama State Board of Education and others. The Alabama Regional Medical Program, the Manpower Development Office and the North Alabama Hospital Council provided funds for the first year of operation. This program enrolled thirty students who were Licensed Practical Nurses and proposed to bring them to a Registered Nurse level in 12 months of time. This was the first time that any college or school of nursing in Alabama, and very few schools in the nation have done this, had ever attempted to train nurses in such a way as to open up a dead-end career for the Licensed Practical Nurse by giving her career mobility from the Licensed Practical Nurse to the Registered Nurse. In the past, if a Licensed Practical Nurse wanted

to be a Registered Nurse, she had to start her taining at the bottom as through she had never had any training as a nurse, but this program gave credit for Licensed Practical Nurse training by successful performance on Challenge Exams. This program has met with a great deal of success, graduating twenty-three nursing students in August, 1972. One hundred percent of the twenty-three persons graduated passed the Alabama State Board of Nursing Exam and are now Registered Nurses. A second class of thirty enrolled in September, 1972 and twenty-six of these graduated in August, 1973. It is expected that a majority of these graduates will also pass the Alabama State Board of Nursing Exam and become Registered Nurses as last year's graduating class did.

As a result of the success of our Nursing Program, at least one or two other schools in the state are patterning their Nursing Programs after the one at Northwest Alabama State Junior College. These programs will be opening in the fall of 1973. This program, like the cooperative program with the trade schools or technical schools would probably not have come about if Northwest Alabama State Junior College had not received Title III funds that allowed us to receive consultant advice at critical moments and helping us to get appropriate curriculum and faculty development.

Another result of Title III funding was that consultants helped us evaluate our secretarial training program and helped us revise our curriculum, adding a program in general office work for those deprived students who might not be able to complete successfully a program in secretarial training requiring shorthand.

The Forest Production and Harvesting Program has continued its development in the last two years with less and less Title III funds, and more and more of regular college funds.

The Forest Production and Harvesting Program has come into its own in the past two years in that every graduate, and even some who did not graduate, has been placed in jobs with the forest industry. The salaries of many of the forestry graduates have been equal to the salaries of the area teachers with baccalaureate degrees.

Northwest Alabama State Junior College is in an area that has a high percentage of low income families from both state and national standpoints, as recent documented Title III proposals have shown. To accommodate the low income students, Northwest Alabama State Junior College has used Title III monies to operate an Office of Student Services which includes financial aid. A vareity of financial aid programs have been administered through this office, extending financial aid to a significant number of students.

This fall Northwest Alabama State Junior College is beginning to use the work of its Institutional Research Committee as a basis for admitting students on a conditional basis, who do not have high school diplomas, but show promise of being able to benefit from the college program and progress to the point where they can pass the General Education Development Test. Special emphasis has been placed on the use of media, learning labs, in giving special help to students needing it in their academic program. A special learning lab that includes emphasis in reading has been built through the use of Title III funds. Students from low income and deprived groups, who have shown learning deficiencies, have made real progress through the use of this lab.

Low income students have taken advantage of (a) special courses offered in communication skills, (b) the permissive policy that the college has in allowing the student to reduce his load when it become apparent that he has courses that are requiring too much of him, has allowed some students to succeed where they might otherwise have failed.

Studies by the Institutional Research Committee show that the experiences of others as well as our own indicates that a student in academic difficulty benefits gradewise from a reduced load. Most often this is a deprived student or a student coming from a low income group.

Northwest Alabama State Junior College, in this past year, fostered on an experimental basis the invitation of sixth grade groups to visit the college. They attended musical presentations by the college chorus and visited the facilities of the college.

Northwest Alabama State Junior College has extended to the community the services of the college library without charge. This service has been extended to high school students in need of special research books, students going to other colleges in the area who want to come back and do research on nights they happen to be in the community, and generally, to citizens of the areas who want to read for recreation, information, and/or special research.

Northwest Alabama State Junior College has extended its services to the six county area it serves by offering classes on demand at various points in its service area as far North as Lauderdale County, and as far South as Haleyville, Alabama and Hamilton, Alabama.

Northwest Alabama State Junior College, through its Institutional Research Committee consisting of the Registrar, Guidance Director, and Dean of Instruction has:

1. Designed routine procedures for showing that the application rate as related to that of the previous year gives a projection of the coming fall student body.

2. Developed a procedure for furnishing a student body profile and a student profile on a routine basis to faculty advisors.
3. Developed procedures for accepting students on a conditional basis until their work has progressed to the point that they can pass the General Educational Development Test to earn the certificate of high school.
4. Developed a research base showing need to place special emphasis on the use of media and learning labs.
5. Developed procedures to give special help to students in need of special attention in their academic program.

The implementation of the great amount of work done in curriculum development for all the programs discussed previously has been greatly aided by the faculty secretary.

The faculty in their responses to a questionnaire as to the effectiveness of Title III programs and what has been accomplished by these programs pointed out again and again in their answers how much valuable professional time has been saved that allowed them to devote more time to (a) media resources, (b) learning resources, (c) preparation of new curriculum materials, (d) giving individual attention to students, etc.

As result of services extended to low income students by the student services office, it became possible for many to come to college who otherwise would not have been able to attend. The funds from Title III provided the library with technical assistance in rendering services in media and maintained the various machines used in media services. This also proved beneficial in the learning resource lab. Many low income and deprived students were served in the labs as well as in the library, where many types of machines and materials were offered on a check-out basis.

Snead State Junior College

Since May 1, 1971, 1,055 people have taken community service courses which were designed especially for students who needed to develop a marketable skill or to gain special knowledge which would improve their "on the job" work competencies, or to help them improve their employment opportunities.

As a direct result of classes in floral design, 54 people have been trained in this art, and these 54 people are now employed in a new industry.

An additional 47 people have been taken from the unemployment roll, trained in community services courses and employed by Monsanto.

More than 300 ladies, mostly from low income families, have been trained in sewing stretch fabrics. Many of these ladies are now supplementing the family income with their new skills. Others have better dressed families, much more economically.

Through Title III, community service efforts, two Emergency Medical Training programs have been approved, and one is pending approval. Thirty-eight ambulance drivers and attendants and other emergency personnel have completed the program. Forty are now attending classes, and more than 60 other eligible students will begin when the present application is approved.

Snead State Junior College is now the grantee for an RSVP program. This program was developed as a result of community needs discovered through Title III Community Services. The RSVP program activates a large population of senior citizens in volunteer community services. These services complement the objectives stated in Title III. Senior volunteers serve in each of the following areas: public school services, hospital and nursing home services, domestic services, public services, and general services.

At the present time, more than 100 senior citizens generate approximately 1000 hours of volunteer time each month. Volunteers also attend classes at Snead State Junior College without charge. Knowledge and skills which are gained in classes transfer directly into the volunteer service area.

Research achieved through Title III has provided a basis for planning, developing, and implementing programs relative to the needs of the area. Research has made possible more realistic approaches to solving the educational needs of the people and has provided the opportunity for a close cooperative relationship with the college, business, and industry. The following is an educational analysis of the population of the area.

33,627 Adults over 24 years of age
1,782 College graduates
1,984 have attended college
7,600 finished high school

8,272 dropped out between grades 9 and 11
3,934 dropped out between grades 8 and 9
7,196 dropped out between grades 5 and 7
2,387 dropped out between grades 1 and 4
471 have never attended school

Of the 33,627 adults in Marshall county, 22,261 are not high school graduates; 31,845 are not college graduates.

From simple data such as this, one can readily see the populations where educational attention is needed. Many implications can be drawn. Example: With such a low educational profile, is it any wonder that the income of the area is so low.

The first project period for Title III began May 1, 1971. During the four quarters of the previous year, 1969, Snead State Junior College had enrolled .83% of this area population. During the first operational year of Title III, this percentage was increased to 1.25. In 1972, the increase was to 1.38. For 1973, the current operational year, the percentage is expected to be 1.46. This increase is based on the following figures:

Fall 1970	1.17	1973 Winter	1.47	Actual
1971	1.79	Spring	1.36	Actual
1972	1.86	Summer	.99	Actual
1973	2.00	Fall	2.00	Projected and anticipated

A large part of the increase in enrollment from .63% can be attributed to Title III Community Service Activities.

Currently, Alabama state junior colleges tend to enroll about .65% of their total area population.

With the increase in enrollment has come an increasing number of students from low-income families.

Yearly Income	Percent	No. Students
Below $3,000	7	98
$ 3,000 to 4,000	10	140
4,000 to 5,000	9	126
5,000 to 6,000	10	140
6,000 to 7,000	20	280
Family income under $7,500	56+	784+
$ 7,000 to 8,000	8	112
8,000 to 9,000	5	70
9,000 to 10,000	11	154
10,000 to 12,000	13	182
12,000 and over	7	98
	100	1,398

The per capita income in Alabama is approximately $2,800. The per capita income of Snead State Junior College students is $1,806.45 for evening students and $1,770.79 for day students. The difference in per capita income of night and day students is caused by the sources of support of the student. Most day students are younger, unmarried, and are supported by the father. The average size of the family is 4.36. Forty-nine percent of the evening students are young and married. The husband, wife, or both, work part-time and the average size of the family is 3.97.

Emphasis has been placed upon the development of programs and in making changes so that the needs of the

low income students can be met. Because approximately 34% of the evening students are working veterans and 17% of the day students have full-time jobs, a swing-shift schedule has been developed. Therefore, when a job shift occurs, students are able to continue classes without interruption. Usually, they are able to stay with the same instructor.

With its share of the Title III Consortium Grant for developing institutions, 1971-72, Snead State Junior College began a systematic assessment of community needs. As a result of the study, three community deficiencies became evident: (1) The per capita income is low. (2) The economy is seasonable and unstable. (3) Culture is stratified and provincial, and it is removed from the main stream of contemporary affairs.

During the project period of 1972-73, Snead State Junior College further refined the needs, established long and short-range objectives, expanded existing programs, and implemented a variety of new programs. The following are programs under community service and those which have been developed as a result of Title III funds.

Title III funds have assisted in:

1. Determining community needs.
2. Developing programs which provide for community needs.
    a. Saturday classes
    b. Extended counseling program
    c. The development of six (6) off-campus centers so that the total community can be served.

d. Swing-shift classes to accommodate working students.
e. Expanded curriculum to serve more individual and community needs.

3. Research has permitted the assessment of various community needs and as a result, funds from other sources have been sought and obtained.

Active or Approved -

HEW	Emergency Medical Service	$ 6,441
LEAA	Law Enforcement Assistance Administration	5,000
HEW	College Work Study	15,503
HEW	Education Opportunity Grant	15,239
HEW	NDSL	13,000
HEW	Title III Higher Ed. Act	35,633
HEW	Title VI Higher Ed. Act	16,000
HEW	RSVP (Action) Senior Vol.	33,653
BOR	Tennis Courts	5,000
HEW	Basic Library	5,000
	TOTAL	$150,469

Approved, but pending release of funds -

HEW	Title III, Educ. Co-op	$ 19,872
HEW	Title VI, Undergraduate Inst.	10,000
		$ 29,872
	TOTAL COST	$180,341

The 1972-73 program narrative stated: During the next three years of the Consortium agreement, Snead State Junior College plans to provide the following community functions:

1. CAREER-DEVELOPMENT - To conduct studies of vocational potentials for low-income and unemployed groups.

2. EDUCATIONAL EXTENSION - To increase the accessibility of the curricula of the college by expanding the offerings.

3. CURRICULUM EXPANSION - To develop a variety of educational "up-gradings" and new career opportunities which reach beyond the traditional limitations of college credit restrictions.

4. ECONOMIC THRUST - To organize programs which may increase skills and earning power of the individual.

5. CULTURAL DEVELOPMENT - To expand the cultural opportunities by developing programs in the extension centers for off-campus participation.

The state of progress toward the achievement of each of these long-range functions or objectives follows:

1. CAREER-DEVELOPMENT - The studies which relate to career development are a continuous process. They require constant updating of a multitude of variables and a system-wide approach. "Input" for planning short and long-range vocational, career, or professional programs comes from many sources. An informal coalition has been formed between the college and all major resources in the area. Information-gathering and data flow is reciprocal and much information can be shared. Two complete vocational programs have been planned and conducted jointly by the college and representatives of business and industry. A closer relationship with business and industry has, indeed, caused the institution to become more aware of the needs of students and of the community.

Developing Title III programs have caused modification and improvement in the administrative and

instructional organization. These changes have resulted in curriculum expansion, scheduling innovations, research, and changing methodologies which have helped to meet the needs of individuals who have been unsuccessful in traditional post-secondary education.

Newly acquired and assembled information about students and their goals and about business and industrial personnel needs caused this institution to develop a Title IV proposal to establish a co-operative education program. The research was conducted and the project was prepared by the Title III staff.

Seventeen classes designed primarily to give the learner a marketable skill have been completed or are being conducted. Three hundred thirty-three people have been enrolled. Five of these classes are continued in a sequence by one or two additional classes; therefore, it is not possible at this time to determine the exact number who will be employed. However, judging from the 1970-71 success and the success of those who have completed training, the probability is that 80 to 90 percent of these people will be employed immediately.

2. EDUCATIONAL EXTENSION - Educational opportunities have been extended to serve an average of 481 students each quarter in six off-campus community service centers. These centers were made possible by Title III and are

administered by the Title III staff. As a result of the large off-campus community service programs, an average of 38 additional part-time instructional staff members are employed with state funds to support the goals of the Title III program.

3. CURRICULUM EXPANSION - The community service program has as its central goal the development of needed, useful, and meaningful programs. It has developed and implemented ways to avoid many obsolete regulations and traditional curricula limitations. Some services and academic offerings must remain within the confines and dictates of various accrediting agencies. Classes which provide for transfer credit adhere stringently to regulations which govern them; however, institutional credit is also given by this college. This credit is negotiable by the student and other institutions. It is acceptable for most vocational needs by employers throughout the area.

A certificate program is also in operation. The institution awards certificates to those who do not desire transfer credit and to those who have satisfactorily completed requirements for special courses and/or activities.

These three approaches to acknowledge accomplishment have provided opportunities for innovations and cooperative arrangements with business, industry, and other agencies which help to meet the needs of all.

4. ECONOMIC THRUST - This objective was stated separately in the 1972-73 narrative; however, it is subsumed and understood in each of the other objectives.

5. CULTURAL DEVELOPMENT - The primary thrust in cultural development, to this point has been in the fine arts. Community service has provided:

a. A two-day Spring Arts Festival. Thirty-six artists participated. Approximately 750 guests attended.
b. Film and lecture series, National Gallery, given two times, once to college students and once to the community. Four hundred eighty people attended.
c. Seven art classes throughout the area.
d. Slide-lecture presentations to most civic and social clubs in the area.

Significant contributions are being made to the institution and to the community. The impact of the program is becoming measurable and the potential of the program is being realized. Long range goals have evolved and are evolving which will enhance the total community.

The following long-range goals and objectives will guide the processes and activities:

1. To raise the educational level and with it the income level of our basically rural population.

2. To increase the educational involvement of the people. To make education increasingly more an accepted part of their lives.

3. To make college credit courses available on an open-door basis.

4. To utilize informal, non-credit studies to accomplish ends not realizable through formal programs.

5. To raise motivational levels of adults, who in turn may raise the educational aspirations of their children.

6. To encourage capable adults to enter formal programs of study where time, interest, and desire may be present.

7. To provide the means for citizens to develop or renew specific job skills and knowledge. To help each person to become a more fully productive citizen in his society.

8. To coordinate college and community resources in meeting the educational needs of citizens both on and off campus.

9. To identify individuals in the community who may become more active in learning how to work and/or assuming more leadership.

10. To produce community service models for use by other members of the Consortium.

Snead State Junior College will continue to place emphasis on the following:

1. Research to identify needs and to direct programming.

2. Developing and refining models in community service.

3. Sharing of developed models with other members of the Consortium.

Southern Union State Junior College

Southern Union State Junior College has served as the Coordinating Institution for the Rural Junior College Development Consortium for the past three years.

As a member of the Consortium, the College has participated in the four-phase program consisting of Institutional Research, Programs for the Low-Income and Marginally Prepared Student, Community Service and Occupational Programs.

The research carried on by Southern Union State Junior College has largely centered around the program for the marginally prepared student. The researcher has attempted to discover the weaknesses and the strengths of the program and to recommend changes.

Data have been collected to determine the degree of success a student experiences in freshman English once he has completed the developmental program. Students are given standardized tests upon entering the program and are tested again at its completion. Comparisons are made to determine the amount of progress a student has made as measured by the test.

The instrument used to determine a student's need for the program has been carefully scrutinized. Recently a test item analysis was completed by the research team. This data will assist the counseling department in determining each student's weakness in specific areas.

Southern Union State Junior College and Wood Junior College elected to place their emphasis on developing and implementing a program for the low-income and marginally prepared student. The rural setting and the open-door policy of the institutions clearly indicates a need for a developmental program.

Conventional teaching methods as employed by traditional junior colleges and four-year institutions proved to be ineffective in meeting the needs of the academically deprived students.

The College began experimenting with programmed learning, micro-teaching, team teaching, contractual learning, and pass-fail option as techniques for meeting the needs of the remedial student. The result has been the combining of several different phases of these into a developmental program. The core consists of English, math, reading and speech. Other courses such as art, music, psychology and sociology are integrated into the program.

The primary purpose of the program is to bring the student to a level in which he can be successful in a post high school program and to reduce the drop-out rate. Data collected indicates that the program is achieving some degree of success.

Title III funds have provided the faculty the opportunity to travel to other institutions and observe

their developmental programs. They have also been encouraged to attend workshops and conferences dealing with the teaching of marginally prepared students. In some cases, Title III funds have been used to pay tuition costs of faculty members seeking additional training in this area.

A field trip to a Florida junior college provided the idea for a Learning Resource Center. This center plays an important part in the developmental program and also provides a supporting service for other phases of the academic program. Locating it in the classroom building has contributed to its popularity with both faculty and students. Many favorable comments have been received from consultants on its use. Plans are presently underway to expand the space and services of this facility.

It would appear that the college has perfected its developmental program to the point where it could begin to share some of the techniques with other members of the Consortium. While the model leaves some things to be desired, it is meeting with some degree of success.

Southern Union State Junior College has recognized its weakness in providing community services. Drawing on the experience of other members of the Consortium, the college is attempting to correct this deficiency.

Last year, twelve (12) Continuing Education courses were added to the schedule. It is expected that the demand

for this type of couse will increase as the community becomes more aware of its availability.

The college has found that its facilities are increasingly in demand by the community for different functions.

An example of the college's concern for providing community services was demonstrated when a federal grant was made to the college for the purpose of providing services to the aged citizens of the community.

Southern Union State Junior College has been keenly interested in what types of community services are provided by other colleges.

A number of Consortium meetings was devoted to the topic of occupational programs. Successful practitioners were secured as consultants. Using the meetings as a catalyst, and drawing on the experience of other members of the Consortium, Southern Union State Junior College began to try to determine the need for such programs in the college community.

The result has been a joint program with the Opelika Vocational-Technical School. Upon successful completion of technical work at the vocational school and upon successful completion of certain academic courses at Southern Union State Junior College, the student is awarded an Associate in Applied Science degree.

There was also found to be a need for an applied science degree in Law Enforcement. This program was placed in the catalog this past year and was an instant success with over ninety (90) students enrolling.

Southern Union State Junior College feels that its membership in the Rural Junior College Development Consortium has been a rewarding relationship. The sharing of ideas would not have been possible without an organization of this type. It was discovered that the members experienced many of the same problems. The willingness of the members to share their knowledge and experience has been outstanding.

Wood Junior College

Title III support has made Wood Junior College a stronger and better institution, and in this chapter several of the accomplishments made possible by Title III funds will be discussed.

By means of a Faculty Enrichment Grant under the sponsorship of the American Association of Community and Junior Colleges in 1969, Wood Junior College was able to upgrade faculty and initiate new directions. The college had just completed its ten year self study and had qualified for continuing accreditation by the Southern Association. The Grant made possible a great boost in faculty morale. Turn-over was greatly reduced as the members of the staff began to take pride in their jobs and stopped looking for a chance to move. Most of them are still on the staff.

There were two aspects of the Grant which caused this difference. One was the provision for intercampus visitation, and the other was off-campus consultants.

The fact that the members of the faculty had the chance to go to at least one, and in some instances three, other schools and talk with the faculties in corresponding disciplines, see their physical situations, and compare experiences, produced a fundamental change in them and in the college's atmosphere. Those few, whom the college had previously been able to assist in attending regional and

national professional meetings, failed to find in those conferences the help which they got from their peers in these inter-campus contacts.

They saw their jobs, their teaching methods and their situation in a new way, and what they saw made them proud of themselves and their opportunities. Without the financial freedom that the grant provided this would not nor could not have happened. This made the teachers more effective and has brought about an improvement in the dropout rate.

Campus visits, plus some stimulation from the academic dean, freed most of the faculty from slavery to old ways of teaching and made them open to suggestions for improvement which they received. All of us were conscious that we were not having the success with our rural disadvantaged students that we wanted, and there was an honest openness to any new and apparently workable procedure that might be offered. This openness was rewarded.

Another very important factor in the development of the college under Title III support has been the visits to the college by the various consultants. There have been 12 of these: Dr. John R. Faucett of the Department of Higher Education in the graduate School of the University of Mississippi, Oxford; Dr. Walter Sistrunk of the College of Education of Mississippi State University,

Starkville; Dr. Walter Graham and Dr. Selden Menefee, both from the American Association of Community and Junior Colleges, Washington, D.C.; Dr. Russell Graham, President of Coffeeville Community College, Coffeeville, Kansas; Dr. Barton R. Herrscher, President of Mitchell College, Statesville, North Carolina (both he and Dr. Graham are working in the areas of Faculty and Curriculum in Behavioral Objectives); Dr. Tom Diener of The University of Alabama, Tuscaloosa; Dr. Charles Coffman, Associate Director of Planning and Programs, Institutions of Higher Learning, Board of Trustees, Jackson, Mississippi; Dean J. Marlin Barker of Martin College, Pulaski, Tennessee; Dr. Ted Kelly, Educational Consultants, Washington, D.C.; Mr. Ralph Johnston, graduate student at Syracuse, Ithica, N. Y.; and Dr. Marshall Steel, former President Hendricks College, Conway, Arkansas.

Wood Junior College has received help from Title III in five different but inter-related areas. They are: Faculty Development, Curriculum Development, Student Services, Institutional Research and Administrative Improvement.

In the area of Faculty Development, besides the personal enrichment mentioned above, the professors worked on their course plans to make their teaching more successful with our students who enrolled with inadequate preparation. The goal was to set up their plans under behavioral

objectives and individualize the instruction so as to meet the wide range of student abilities. (The open door policy brings in students with ACT scores ranging from 9 to 28.) During the summer of 1971, faculty members were paid by the grant to work up to 40 hours on a released time basis to revamp all their course plans.

The first semester, September - December, 1971, showed how valuable this summer work proved to be as these revised plans were tried out. An important discovery was made that such a different approach to teaching and learning demands constant revision. This added a new dynamic to the classroom as contrasted with the old method of "static lecture notes and monotonous repetition." Although a few of the faculty did not do as well as the rest, all put forth a genuine effort.

The Faculty Development program has provided a part-time secretary for the faculty for typing, duplicating and collating their instructional units which present the behavioral objectives and help individualize the instruction. Several faculty members attended workshops in their own areas of study, e.g., the History professor spent part of the summer at Texas Tech in 1971 working on teaching plans, and during the following year her work was observed and evaluated by her professor, who visited her classroom on several occasions. A consultant worked for two days generally with the whole faculty of 15 persons,

and intensively with the biological sciences teacher on how to plan the work for a modular calendar.

Eleven of the full-time faculty plus the librarian made a bus trip to Martin Junior College, Pulaski, Tennessee, and Snead State Junior College and Cullman College in Alabama during the January mini-term to consult with their peers in corresponding disciplines on methods and curriculum. The remainder of the faculty was on campus teaching.

In the Curriculum Development program we note the following. It has served one out of every five of our students through the compensatory program in reading improvement, which has proven itself in practice. Through it the problems of the students are diagnosed to determine whether they are physical or of other origin. The diagnostic machine purchased by the college from other funds helps at this point. Remedial programs for each student are then prepared. Results in increased speed and comprehension have been most gratifying. Besides our regularly enrolled students, fourteen adults from the community sensing their need for better reading skills have come in for help. Every freshman is tested on his reading skill prior to the beginning of his first module. Those with deficiency are given a program to help them.

The Curriculum Development Program in Compensatory English has helped fifteen percent of our freshmen by

count. It has provided for a cassette duplicator, film strips and slide projectors, blank cassette tapes and other instructional materials in the Learning Resources Center to individualize instruction. It provided for a skilled consultant to spend two days on campus in a workshop on curriculum development under the modular calendar. Nine faculty members, plus two student leaders, made a bus tour of Martin and Scarritt Colleges in Tennessee and Athens College in Alabama, studying their curricula, while three other faculty members attended workshops related to curriculum matters in their particular disciplines. Ideas were sought on how best to help the low achiever.

The Student Services area has received about the largest sum in support at a time when the college needed it worst. Although the enrollment almost doubled over a ten year period from 1961 to 1971, the increase in personnel, program and effort in the last two years have only enabled the college to maintain its level. Special efforts have been made to enroll minority group students, but the hardest ones to recruit are from families needing college training the worst.

Grant support providing for more personnel, in terms of an Admissions Counselor and materials has enabled the Dean of Students to spend his time more usefully in counseling students from the disadvantaged segment

of the population the college seeks to serve.

The mag-card automatic typewriter which produces personalized letters has made correspondence with prospective students more appealing and productive.

The college is not satisfied with results in the area of recruitment, and will change the approach in 1973-74, using selected faculty members as recruiters in their disciplines and geographic areas. Rather than spend money on full time personnel, it will be used to help the faculty recruiter who, in a church related college, has a very big financial stake in tuition income generated by larger numbers of students.

The fourth area receiving Title III support was Institutional Research. Although some research was being done by individual staff members who needed specific information for budget preparation or data for completing an ever growing number of reports, it was fragmentary and unrelated. The grant enabled the college to share a research consultant for a time with Cullman College in the Consortium. He helped with a survey form, five pages in length, which was used with six generations of former students to gather data in 1972 reflecting on the job the college had done with them.

The grant has provided for a part-time researcher for the staff and supported attendance of the President, Academic Dean and Development Officer at a Long Range

Planning Seminar conducted by the Council of Independent Junior Colleges in Washington. The part-time researcher gathers data pertinent to the development and interpretation of the college. This is the weakest area of all those receiving support, but more money would help it greatly. The responsibility for the research is in the Academic Dean's Office.

The Administrative Improvement/Development Office funded by Title III Grants was slow in materializing due to the difficulty experienced in finding a qualified person for the job of Director who was willing to take the job. One was hired in March, 1973, and after six months on the job the work is now rapidly taking shape. This is the very first Development Officer the college has ever had, and his work with developing gift support through the alumni and other constituencies is beginning to show fruit. Alumni memberships have doubled over those a year ago.

APPENDIX A

July 26, 1972

M E M O R A N D U M

TO: Alabama State Board of Education
(Copy to State Teacher Certification Dept.)

FROM: Alabama Rural Junior College Consortium
(Northeast, Northwest, Cullman, Southern Union, Wood & Snead)

RE: Resolution prepared by the Alabama Rural Junior College Consortium:

WHEREAS, Alabama teachers with baccalaureate degrees may remove deficiencies for teacher certification only in senior colleges and universities regardless of the level of the course deficiency,

WHEREAS, At the time the current regulations were approved there was not a system of state junior colleges in Alabama,

WHEREAS, Many Alabama teachers need subjects of freshman and sophmore level offered in the junior colleges to remove deficiencies for certification,

WHEREAS, Teachers are being needlessly inconvenienced by requiring them to leave their homes and establish residence on senior college campuses in order to comply with existing policy; and,

WHEREAS, Such courses under similar circumstances are taken for teacher certification purposes in the junior colleges of most southern states, such as: Florida, Georgia, North Carolina, Louisiana, Texas, Virginia, Maryland, and Tennessee:

NOW, THEREFORE, BE IT RESOLVED That policy be restated to allow Alabama teachers to take freshman and sophomore courses for purposes of teacher certification in any regionally accredited institution in the State of Alabama where said subjects are commonly taught as a part of the approved curriculum.

UNIVERSITY OF CALIF
LOS ANGELES

NOV 9 1973

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